

Slide 1:**INTRODUCTION:**

Good Morning. My name is Maureen Harness, and I am the Teacher Induction Program Advisor for the Office of Educator Effectiveness. The purpose of this video is to give you the current updates in the Novice Teacher Mentoring Program for the 2015-2016 school year. While this video is accessible to anyone, the video speaks specifically to novice teachers and to those certified Mentors who attended the Mentor training last year.

In this video we will address How Novice Teachers Are Assigned a Mentor; Mentor and Novice Teacher Responsibilities; Mentoring Program Updates; and the 2015-2016 Mentoring Timeline.

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Let's talk about how novice teachers are assigned a mentor:

The Superintendent of the school district assigns a Project Director who will oversee the mentoring programs for the school district. Mentors are recommended by their administrator to attend the Mentor training. Once the mentor has successfully completed the mentor training, the Project Director assigns a trained, certified mentor with a NT. The NT and Mentor are matched as closely as possible by the same building, the same grade level and/or same subject. It is the Project Director's role to assign Mentors that best match the NT.

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The Project Director then pairs the Novice Teacher and Mentor in AR MOODLE.

For both novice teachers and mentors, the Project Director will be your go-to person. If you have questions or issues about mentoring, the first person to contact is your Project Director.

Each school district is in charge of monitoring mentoring progress and mentoring completion; therefore, it is your Project Director who will be checking with the mentoring pairs to ensure mentoring is progressing as it should.

Again, if you have questions or issues about mentoring, first contact your Project Director.

If you have questions regarding MOODLE, contact MOODLE Tech Support:

Email: admin@armoodle.k12.ar.us

Phone: 1-870-637-1011

Slide 4:**MENTOR RESPONSIBILITIES**

Let's talk for a moment about the purpose of the mentoring program and mentor's responsibilities.

The purpose of the mentoring program is to create a protected, supportive space where a NT and Mentor can discuss best teaching practices. A mentor provides a safe support

for the Novice Teacher as the Novice Teacher develops skills in teaching. The NT Mentoring Program is based upon *Danielson's Framework for Teaching*, which is the foundation of the Teacher Excellence and Support System (TESS). The mentor and NT are thinking partners as both explore strategies that can enhance their own teaching practices.

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- Mentors: for your role as a mentor, you receive a mentoring stipend of \$600 per semester. You are paid a stipend because you play a crucial and vital role in the Mentoring process itself: **to support your NT so that she or he can become confident and skilled in best teaching practices.**
- The following are ways in which you can support to your NT. These are a part of your responsibilities as a mentor:
 - Meet regularly with your NT. It is required a mentor meets at least once a month and on an as-needed basis.
 - **Plan** for the NT's success. This means you must plan for the regularly scheduled meeting you hold with your NT. Just as any teacher is knowledgeable of the purpose of a lesson for their students, you will also want to know your purpose when you hold a scheduled meeting with your NT, whether that purpose is discussing the layout of the NT's room, discussing a classroom management situation or working through a resource module together. It is part of your responsibility to prepare for those scheduled meetings so the meeting has a purpose and a focus.
 - Create a safe environment where your NT feels confident to explore new teaching strategies, knowing they have a thinking partner with whom to discuss results. Keep confidential the conversations between you and your Novice Teacher. Remember: the conversation is the relationship – and trust is the foundation of that relationship.
 - Listen to your NT with the intent to understand, not to reply. Show the NT both verbally and nonverbally that you believe in him or her as a skilled educator. You and your Novice Teacher are thinking partners in learning. Each of you learns from the other.

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- Observe the NT often, both informally and formally, to be familiar with the NT's strengths in teaching as well as the areas of improvement. The informal observations can be a "pop-in" to the NT's class for a few minutes or can be the NT videotaping his or her teaching their class, perhaps trying out a new strategy.
- Purposefully focus conversation with your NT regarding his or her strengths and improvement areas. Conversation that is specific to the NT's own teaching practices is conversation remembered. **Encourage your NT to try new strategies** and then follow up with your NT to ask how that strategy worked.

- Coach the NT so he or she can reflect upon their own teaching practices to discover for themselves what worked and what did not, and what strategies might be tweaked or substituted in order to improve the next lesson. Help your NT discover for himself or herself solutions to challenges.

Teaching is a complex craft. Celebrate the NT's successes and help in navigating the challenges.

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NOVICE TEACHER RESPONSIBILITIES

Novice Teachers, your role in the mentoring process is as essential to the success of your mentoring process as is the Mentor's role. In order to receive the full support that is available to you in improving your teaching skills:

Make yourself available to meet with your Mentor. Teaching is complex and there are always ways in which to become more effective. Establish with your mentor a regular and protected time to meet for in-depth and focused conversation

Be "coachable". That is, establish a relationship with your mentor as one of a thinking partner. Each of you has something valuable to share with the other. Be willing to share and to listen and to learn.

Purposefully and intentionally try new strategies and/or improve upon those you already know so that your skills in teaching improve. You will especially want to work in the areas of your Professional Growth Plan (PGP). Your PGP will be developed with your administrator during your first semester of teaching and might not be finalized until the end of the first semester. You will begin to implement the PGP plan in your second semester.

Your mentor wants to see you succeed, so do not hesitate to ask for assistance and ideas. Conversations between mentors and novice teachers are kept confidential.

Learn to reflect upon your lessons to see what worked, what did not work, how you know it did or did not, and how you might improve on that lesson or the skills utilized. Then immediately try a new strategy to improve those skills

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MENTORING PROGRAM UPDATES

Let's discuss the updates to the Novice Teacher Mentoring Program for 2015-2016.

The first update to the mentoring program is the name change. To avoid confusion with several other programs with the same acronym, the name of Arkansas Induction Mentoring Model (AIMM) is now called the Novice Teacher Mentoring Program – or the NT Mentoring Program, for short. Though we are mentoring novice educators who

might hold a different title – such as novice school counselor or novice library media specialist – we call all novices, Novice Teachers.

In speaking about updates, we at ADE want you to know we have listened to your suggestions, and we have strived to find that “just right” combination of meeting a NT’s immediate needs and providing opportunities for professional growth

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The key words for the Novice Teacher Mentoring Program are focus, depth, and CONVERSATION. It is the focused, in-depth CONVERSATION between the NT and Mentor as it applies to the NT’s teaching practice that impacts the NT the most. To that end, for 2015-2016, the mentoring process has been streamlined in order for that conversation to happen. The following are the updates for the Novice Teacher Mentoring Program:

An update is the modules, located on AR MOODLE, are now called Resource Modules. This name change is to emphasize the modules are to be used as resources for the novice teacher and the mentor. The Resource Modules will be used as is the original intent of their design: as valuable resources to generate in-depth conversation between the novice teacher and mentor about best teaching practices.

ADE will require no grading of activities or assignments in the Resource Modules

The school district will determine the method of monitoring mentoring progress and verification of mentoring completion. Examples of documentation may be:

- A quarterly meeting with the NTs and Mentors
- Meeting with the NT and Mentor to see artifacts uploaded in Bloomboard
- Feedback from observations.

However, your Project Director will determine what documentation will be required.

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Professional Development credit may be awarded for completion of Resource Modules. It is the decision of the school district how many hours are awarded. ADE’s recommendation is 2 hours of credit per completed module; however, if the NT and mentor can document additional time, the district may choose to apply more credit toward Professional Development.

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During the FIRST semester of mentoring, Mentors provide support for the immediate needs of a NT who is beginning her or his teaching career. The first semester consists of completion of:

The Survive and Thrive Resource Module

Two (2) observations

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The Survive and Thrive Resource Module is a guideline of events to assist novice teachers in planning for first semester. The items the NT wishes to complete in the Survive and Thrive Resource Module are completely up to the NT. All items in the module are suggestions and are to be considered as resources. There also may be some tasks the NT wishes to do that are not listed on the Survive and Thrive Module. The NT asks the Mentor for assistance in those tasks as the NT readies for the few months of teaching. Even after the first semester is over, the Survive and Thrive Module can continue to be a guideline for the NT throughout the year.

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Also during first semester of mentoring are two observations. The Mentor schedules a formal observation of the NT and the NT also observes the mentor (or someone the mentor has selected). While these are the only formal observations scheduled between the NT and Mentor, the mentor is encouraged to frequently “pop in” to watch the NT teach, and the NT is encouraged to video himself or herself while teaching. Being able to see the NT teaching is a powerful tool for feedback and reflection that generates purposeful conversation regarding the skills the NT is demonstrating and the areas in which the NT needs guidance.

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Although there is no requirement to upload anything into MOODLE, any artifact that may be created in the NT Mentoring Program may also be an artifact for TESS and uploaded into BloomBoard. Feedback surveys about each module utilized provide ADE data so that we are able to continue to improve the Resource Modules. In fact, ADE hopes that work completed in a Resource Module will be a useful artifact to use within the evaluation process since the goal is to have the PGP goals drive the selection of modules.

Slide 15: In the second semester of mentoring, the Mentor continues to schedule meetings with NT at least once a month and on an as-needed basis.

Mentors and NT decide upon a minimum of two (2) Resource Modules that align with the NT’s PGP. Upon completion of each resource module, the NT and mentor complete a short evaluation of the module’s effectiveness.

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Mentors, you and your Novice Teacher are to explore a Resource Module **together** – in the same physical space or through interactive technology - in order to glean the best ideas regarding best teaching practices. Mentors do not “assign” a module to the NT. It is part of the Mentor’s responsibility to be prepared for the meeting with the NT. Therefore, you will want to preview the selected module before you meet with your NT. Each module is rich in information and resources – and you will want to select the information and resources in the module that will benefit YOUR Novice Teacher the

most and will strengthen his or her teaching skills. Be proactively selective; the module could be done virtually and not in the same room.

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A Mentor and NT can use one computer when going through a module together. The meeting between the NT and the Mentor can be done face-to-face and/or through interactive technology. The module can be broken up into small segments or worked through together at one sitting or virtual visit. How the module is utilized is the decision of the NT and the Mentor.

What used to be called Guiding Questions are now called Conversation Starters. What used to be called Mentor Notes are now called Extended Conversations.

The focal point of any module is to generate conversation about how Novice Teacher can strengthen her or his professional practices in specific areas. Again, it is the desire of the ADE that these resource modules align with PGP goals and the work that will advance the NT toward proficient or higher levels of performance.

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May 1st is the deadline for the completion of the two Resource Modules and the End of Year Surveys. The NT and the Mentor each completes an End of Year Survey

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When a mentor completes all of the mentoring requirements with his or her Novice Teacher, a mentor receives a stipend of \$600 per semester. The school district will determine the method of monitoring mentoring progress and verification of completion of mentoring

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- **School districts and open-enrollment public charter schools are expected to follow all mentoring rules**
- **All Mentors and Beginning Administrators must be registered with the Office of Educator Effectiveness, all established guidelines must be followed, and all appropriate documentation submitted**
- **Failure to abide by mentoring rules will result in being placed in accredited-cited status**

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For the most current updates on using MOODLE, please view the MOODLE tutorial, located on the Teacher Induction website.

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All questions about MOODLE should be directed to MOODLE Tech support by calling, 870-637-1011 or by emailing MOODLE Tech at admin@armoodle.k12.ar.us

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For more information on the Teacher Induction Program, you may go to the Arkansas Department of Education website. www.arkansased.org

Click the letter “T” in the alphabet at the top of the page; then click Teacher Induction/Mentoring link

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For questions about the Teacher Induction Program, email Maureen Harness at maureen.harness@arkansas.gov, or contact administrative assistant, Richard Wind, at 501-682-4346 or email richard.wind@arkansas.gov.